

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan for the
High Road School
May 15, 2008

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school/educational setting, general educators as well as special educators and parents. It is designed to learn if the school/ educational setting meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting** The Rhode Island Department of Education (RIDE) staff meets with the school/educational setting to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting** The RIDE staff meets to review school/educational setting demographic information on selected data areas: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the School/Educational Setting Review** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the school/educational setting personnel to generate a report, covering the following:
 - The schools/educational settings compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the school/educational setting.
 - The need for professional development and technical assistance that will enable the school/educational setting to improve programs and services.
- **The Support Plan** The RIDE team, School/Educational Setting central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school/educational setting to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from

School Improvement to Free Appropriate Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the school/educational setting as well as resources and time lines to improve programs and services.

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May 15 2008

Team A: Susan Wood, Rhode Island Department of Education
Beverly Cardoza, Hillside Alternative Program
May Anne McIntyre, National American Family Institute

1. SCHOOL IMPROVEMENT/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Mission</p> <p>High Road School is part of the High Road Schools entity nationwide. Nationwide they serve approx. 1,400 students in school for students with special needs in six states (Delaware, Maryland, California, Connecticut, the District of Columbia, and Rhode Island). The mission as outlined in their brochure is as follows:</p> <p>“As a private provider of specialized education for special needs youth, the ultimate goals of High Road School is to educate and prepare each of our students in as many ways as we can—to grow into successful, self-sufficient , contributing members of society. The program has a multi-faceted approach that includes academics, computer-enhanced instruction, social skills, clinical support services, transition and related services.”</p>	School Presentation Interviews Document Review		
Performance	2	<p>Professional Development</p> <p>High Road School provides on-site professional development. This year professional development has included training on curriculum and design, teacher assistant workshops, behavioral trainings (crisis prevention intervention). Staff can also access outside workshops and reimbursement for higher education classes. The current staff is small (4 teachers) so mentoring is informal although all teachers, meet regularly with the school’s Director.</p>	School Presentation Interviews Document Review		
		<p>Partnerships / Higher Education / Community</p> <p>-There have been some preliminary discussions with a local university to explore possibilities of establishing a culinary-based program at the school.</p>	School Presentation Interviews Document Review		

		<p>-Working with Goodwill Industries on some collaborative activities (Walkathon—"Walk to Work")</p> <p>-Membership and participation in the nonpublic school organization (RIAPSES)</p> <p>-A number of community individuals (local authors) have participated in school-based events. Two authors have done readings at the school (sports-based stories and Judaic-themed stories). These events have been positively received by both the students and the staff.</p>			
Performance	3	<p>Instructional Strategies and Supports (data based practices/instructional initiatives)</p> <p>The High Road School curriculum lead (based in Maryland) has been working with the Director to review the curriculum in terms of strengths and needs as well as provide ongoing professional development on instructional strategies and support. The Director also works with staff to ensure that the curriculum is aligned to the GSEs. Class academics are addressed via a formal Supervision model that occurs on a regular basis.</p> <p>The primary instructional outline is where there is a class warm up. Content is introduced and then students work with the teacher and teacher assistants to support instruction. Students receive all academic subject areas daily although there is specific school-wide focus each day (i.e., Monday is math day, Tuesday is reading day etc.) The computer program, "Successmaker" is also used as an instructional tool that is used to support strengthening student skills.</p> <p>High Road School has met with all sending LEAs to review</p>	<p>School Presentation</p> <p>Interviews</p> <p>Document Review</p>		

		high school requirements. Senior Project and portfolios have been the main components that High Road School has been working on with regard to proficiency based graduation requirements (PBGR). The school's social worker is the point person for working with the respective sending LEA's high school guidance counselors. Some students (11th and 12 th grade), however, seemed unaware of the high school requirements (portfolios, projects, etc.).			
Performance	4	<p>Common Planning</p> <p>There is a weekly faculty meeting where staff discusses a myriad of concerns and issues as well as curriculum (teaching and learning topics). Staff have an opportunity to interact with each other and create opportunities for cross curriculum planning etc.</p> <p>Administrative staff across all the High Road Schools meet four times a year to review leadership lessons and skills.</p>	School Presentation Interviews Document Review		
Performance	5	<p>Family Engagement</p> <p>There have been four Open Houses held thus far for the 2007-2008 school year and a number of International Days. These are open to all parents, sending school districts, community members, etc. There is also a monthly parent group . Turnout has been sporadic but has increased in the recent months. Discussions are underway with members of the community to examine potential job/employment placements for students. All High Road School brochures and intake packets have been translated into Spanish and are provided to families and others as appropriate.</p>	School Presentation Interviews Document Review		

Performance/ Compliance	6	<p>There are four teachers who teach students their core content classes in flexible self-contained settings (all but one has certification or emergency certification in special education. Those who are emergency certified are actively working towards certification.</p> <p>Electives are taught by the core content teachers. These include:</p> <ul style="list-style-type: none"> -Art -Physical education (teacher certification for physical education is in process) -Health -Technology Education -Career Education <p>There are two full-time social workers at High Road School. They assist with the coordination of the respective LEA high school requirements, provide one-on-one counseling, coordinate the referral process to the Office of Rehabilitative Services (ORS), lead the functional behavioral process, attend IEP meetings, and are available for crisis intervention as needed.</p>	School Presentation Interviews Document Review	<p>The remaining teacher's certification paperwork is in process and will be submitted to RIDE, Office of Teacher Quality and Certification by July 2008.</p> <p>Timeline: Ongoing. Completion: July 2008.</p>	Verification documents provided by the timeline.
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Program Continuum / Extent of participation in general education</p> <p>There are four classes. These are divided by a combination of student need and chronological age. There are three classes that are for high school students and one that is more of a middle school class.</p> <p>Extended School Year (ESY) is determined via the IEP team with the sending LEA as a team member. ESY at</p>	School Presentation Interviews Document Review		

		High Road primarily focuses on credit retrieval coupled with community-based activities. It runs July and early August (30 days in length).			
Performance	2	Access to and progress in general education The curriculum is determined by the High Road Director who reviews the GLEs'/GSEs for alignment. Preliminary discussions are underway to develop a school-based curriculum group to review the High Road curriculum and tweak as appropriate. Teachers bring all curriculum and material needs to the Director for review and discussion.	School Presentation Interviews Document Review		
Performance	3	School removals/disciplinary policies There is a school-wide behavioral program (token economy). Red, yellow green, blue and gold are the colors associated with the level. There is a two matrix system (the first is behavioral and the second is academic). Students are in charge of their "checkbooks" and they can buy activities and things from the school store on a daily basis. There is a continuum of prompts based on the behavioral management system of protocols that teachers and students adhere to. The system to review initially by the Director with the student and the parents. The director also provides training for the staff. Teachers also review the system with all new students.	School Presentation Interviews Document Review		
Performance	4	Facilities The school facilities are adequate to meet the needs of the students and staff. Plans are being developed to expand certain spatial areas. The long range goal is to have a separate middle school and high school wing.	Observation		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The High Road School will continue to assist the respective LEAs, that they work with in providing a free and appropriate public education (FAPE) to the students they serve in accordance and adherence to the RI Regulations. <i>This is applicable to all items in this section..</i>		Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. <i>This Support Plan is applicable for all compliance findings in this section.</i> Time Line: Immediately and ongoing. Progress Check: December 2008	Verification documents provided by the timeline.
Compliance	2	The record review revealed that the school was generally in compliance with IEP requirements. It was noted that IEPs did not list accommodations on state assessment by specific assessments on the IEP form.	Record Reviews	The Director has provided in-service training for all staff in this area. This training will occur again at the beginning of the 2008-2009 school year. Time Line/ Immediately and ongoing. Progress Check: October 2008	Verification documents provided by the timeline.
Performance	3	The director will be the point for facilitating professional development regarding the new RI IEP. This will be an ongoing process that will be done throughout the summer and following school year.	Interviews		

4. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Vocational Assessments</p> <p>A written interest inventory is used for students age 14 and older as needed. It is facilitated by the Transition Coordinator.</p> <p>There is an in-house placement/job exploration program where students participate in work skills around the school. They are paid for their work with High Road bucks. The Transition Coordinator works with older students to procure employment in the community. One student will start volunteering at the Salvation Army. He will receive High Road bucks for his employment exploration time. The Transition Coordinator attends all IEP meetings and shares related transition based information as appropriate.</p>			
Performance	2	<p>Summary of Performance (SOP)</p> <p>Staff were unclear about Summary of Performance (SOP) with regard to what it is and when it is completed.</p>		<p>The Director was provided guidance documents on the topic and will in-service his staff in the beginning of the 2008-2009 school year.</p> <p>Time Line: Immediately and ongoing. Progress Check: October 2008</p>	<p>Verification documents provided by the timeline.</p>
Performance	3	<p>Staff were unclear about the Transition Advisory Committee (TAC) meetings and the opportunities available to them via the TAC.</p>		<p>The Transition Coordinator and other staff as appropriate will attend monthly TAC meetings beginning in the 2008-2009 school year.</p> <p>Time Line: Immediately and ongoing. Progress Check: October 2008</p>	<p>Verification documents provided by the timeline.</p>

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